DOCUMENT RESUME

ED 434 046 SO 030 729

AUTHOR Grubb, Deborah; Osborne, Jeanne; Fasko, Daniel, Jr.
TITLE Core Values: After Three Years of Research, What Do We Know?
PUB DATE 1998-11-00
NOTE 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; High Schools; Public Schools; Student Surveys; Teacher Surveys; *Values; *Values Education
IDENTIFIERS *Character Education; Kentucky (East); Phi Delta Kappa; Values Research

ABSTRACT

Teen violence, crime, drug abuse, and unwed mothers are a concern to parents and educators. This research has been guided by a study by Phi Delta Kappa on "core values" that was undertaken to determine if there are common values, such as honesty, civility, equality, freedom, and responsibility, on which all people in the United States agree. This paper discusses what values educators and adolescents hold and compares those beliefs with the educators' predictions of the teens' beliefs. A sample of high school students, teachers, and administrators in rural eastern Kentucky were previously surveyed to provide their views to surveys originally developed by Phi Delta Kappa's (PDK), "What Do You Really Believe?" for teens and "How Would Teenagers Respond?" for educators, as well as a revision of the "What Do You Really Believe?" survey for educators. Based on the results of the present research, an area of interest for future research would be to determine how parents would respond to the value statements compared to their perception of teen responses and actual teen responses recorded. The many approaches to values education include values clarification, values transmission, values orientation, values stimulation, moral development and reasoning, and character formation/education. If there is a consensus on "core values" today, it seems appropriate that schools assist parents and the general public in transmitting these values to succeeding generations. Contains 7 tables of data, 42 references, and sample surveys. (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434046

Core Values: After Three Years of Research, What Do We Know?

Deborah Grubb, Jeanne Osborne, and Daniel Fasko, Jr.

Morehead State University

Morehead, KY

SO 030 729

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Daniel Faske

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA, November, 1998.

BEST COPY AVAILABLE

Abstract

Teen violence, crime, drug abuse, and unwed pregnancies are a concern to parents and educators. This research has been guided by a study by Phi Delta Kappa on Core Values which was undertaken to determine if there are common values, such as honesty, civility, equality, freedom, and responsibility on which all people in the United States agree. The present paper discusses what values educators and adolescents hold and compares those beliefs with the educators' predictions of the teens' beliefs. A sample of high school students, teachers, and administrators were previously surveyed to provide their views to Phi Delta Kappa's (PDK) surveys, "What Do You Really Believe" for teens, "How Would Teenagers Respond?" for educators, and a revision of the "What Do You Really Believe?" survey for the educators. Implications for continued research and practice will be discussed.

Core Values: After Three Years of Research,

What Do We Know ?

Values may be defined as "principles or standards of behavior, expressed generally as basic beliefs about right and wrong, good and bad, and appropriate and inappropriate behavior" (Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, & Scholz, 1996, p.8). Frymier (1974) even felt that "[V]alues are very close to the center of self." (p.9). Values and morals are used frequently to refer to the same phenomena. Blasi (1986) suggests that behavior is moral"[1] if it is intentional, [2] a response to some sense of obligation; and [3] if the obligation is a response to an ideal..." (in Blasi, 1987, p. 86). To Wynne and Ryan (1997) morals, in the schools, refer to teaching character, academics, and discipline. In fact, they emphasize the teaching of "traditional" values, such as respect, responsibility, and honesty. Children most often exhibit a commitment to the same values perspective of their families. These values, or social rules, begin to be affected by children's peer groups in early adolescence. The particular characteristics of a child's family have an impact on how much a child is influenced by peers. For example, growing up in a single parent family has been linked with more peer pressure to engage in non-adult approved behavior (Barber & Eccles, 1992).

Results from a study using The Moral Dilemmas Test (MDT; Bronfenbrenner, Devereux, Suci, & Rodgers, 1965), in which adolescents must choose between behavior that is adult-approved and peer-approved, indicate that as children enter adolescence, their decisions are more heavily influenced by age-mates. Females, in general, were more likely to choose socially-approved behaviors; that is, actions approved by adults (Andersson, 1979).

However, Devereux (1992) reported that the development of values was affected by the

authority-orientation of the parents. If the parental style is authoritarian, internalization of social rules is hindered. Internalization of adult-endorsed practices is more likely to take place if the parental style could be characterized as authoritative. The less internalized the social rules, the more likely the individual might give in to temptation in the absence of adult authority figures.

In addition, national and or cultural child-rearing traditions have a direct bearing on the choices made by adolescents toward non-adult-approved behavior (Devereux, 1972). For example, young Hispanic-American girls are taught that "belonging" is highly important. Therefore, relationships with peers at adolescence more heavily influence girls' decision-making than males' decision-making (Florez-Ortiz, 1994).

Although one must be aware of differences in cross-cultural studies, Swedish children chose similar responses to American children in reacting to the scenarios in the MDT (Bronfenbrener, et al., 1965). In these scenarios children were asked to choose between responses which indicated behavior by one's peer group and behavior affiliated with adult expectations (Andersson, 1979).

Other research with adolescents, who completed a self-rating inventory, indicated that being associated with the values of adults had a negative correlation with being accepted by one's peers. (Allen, Weissberg, & Hawkins, 1989). Thus, as adolescence approaches, children may exhibit rejection of parental values as a form of independence-seeking (Fasick, 1984). However, while adolescents are more tolerant of non-adult approved values, they eventually exhibit the basic values of their parents. Throughout their life-span they increasingly adhere to the legitimacy of these values (Roscoe & Peterson, 1989).

In addition to the effects of family and differing cultures, schools serve as a micro-culture

for observing, teaching, and learning values. Whether they intentionally do so, or not, teachers provide learning opportunities for students through modeling their beliefs and values. In fact, many in the field of education consider the teacher's role as not just a technical dispenser of information or organizer of appropriate academic learning experiences, but as a moral exemplar who strives to act professionally, ethically, and morally to serve as a catalyst for the development of positive values in the children in their care (Beyer, 1997; Campbell, 1997; Goodlad, 1990; & Luckowski, 1997). Additionally, Arons and Lawrence (1980) felt that "[s]chooling is...inevitably...an inculcator of values" (p.309).

One of the questions that guided the initial Phi Delta Kappa Study of Core Values (SCV) was: "Are there certain values on which we agree?" (Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, & Scholz, 1995, p.1). Two of Frymier et al.'s (1995) findings are notable to this study. That is, (1)" [e]ducators accept democratic values as important for children to learn in school", and (2) "[t]here are many values on which we agree." (p.3). These values include honesty, civility, equality, learning, freedom, responsibility, as well as justice, caring, tolerance (Frymier et al., 1995; Lickona, 1993; Traiger, 1995), and empathy, cooperation, and altruism (Lapsley, 1996).

With regards to perceptions of values of educators and high school students, Heger (1995) found that teachers underestimated the values of students on Phi Delta Kappa's Core Values study. In fact, he found that with one exception, cheating, student values were more conventional and positive than was expected. In addition, Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, and Scholz (1996) reported, in a study of nine high schools in three cities, that teachers were relatively accurate in predicting students' responses to several value

statements, as compared to how students actually responded. They also found that "teachers almost always estimated that things were worse than they actually were." (p.3). They did caution that the students surveyed were not from the same schools as were the teachers. Because of the many discrepancies reported in their survey, Frymier et al., (1996) noted that schools were not teaching values as well as many educators felt they were. This is noteworthy because many educators, (e.g., Soder cited in Bushweller, 1995), stated that one of the major purposes of schools is to teach students the "moral and ethical responsibilities of living in a democracy." (p.27). In light of the increasing problems in society, such as violence, Traiger (1995) also noted that it is important for schools to address the issue of values and ethics.

Interestingly, supporters of character education (CE) believe that core values should be reflected in all aspects of school (Martin, 1996). In fact, Martin (1996) reported that, in a Public Agenda Survey conducted in 1994, 71% of Americans stated that it is more important to teach values in schools than it is to teach academic subjects. In fact, Lickona (1991), in his approach for character education, suggests that educators teach values through the academic curriculum.

Previously, Fasko, Osborne, Grubb and Oakes (1996) found that a sample of educators and administrators in rural eastern Kentucky believed that teens from their schools would subscribe to democratic ideals over authoritarianism, were as susceptible to peer pressure as teens nationally, yearned for parental understanding, felt that their generation has the "toughest row to hoe" and appeared to be unclear (1) as to what values their parents hold, or (2) the role honesty should play in real life. However, neither this sample nor the national educator sample reached consensus in projecting teen response to "Democracy depends fundamentally upon people being honest". Seven percent of eastern Kentucky educators estimated that teens would

reject the statement (say "No") whereas 62% of national educators predicted teens would say "Yes".

A follow-up study on adolescent values and beliefs (Fasko, Osborne, & Grubb, 1997), highlights contrasts and similarities between educator/administrator projections about teenagers' beliefs, and actual teen self-reported beliefs about themselves and others. In general, the adults surveyed projected teens would make more value-less or negative value statements than, in fact, teens actually did. Adolescents reached a consensus on 10 statements that inferred positive core values (such as agreeing with the statement), "It is important that those who know me well think of me as honest and upright." They also reached a decision on nine statements indicating lack of positive core values such as agreeing with the statement " My generation is more apt to lie or cheat than my parent's generation." The educators predicted students would have as many positive value beliefs and twice as many value-less (indicating a lack of positive core values) beliefs than students self-reported. The thread of consistency throughout the studies appeared to be the consistency with which both adults and adolescents tended to profess their own positive core value beliefs while sharing a cynicism that casts suspicion on the beliefs and values of "others".

After previously asking educators to predict how teens would respond to value statements and asking the teens about their actual beliefs, we wanted to determine how the educators themselves would respond to the belief statements (Grubb, Osborne, & Fasko, 1997). The teachers reached a consensus in their responses on 38 of the 43 value statements. In general, they expressed belief that teens live in a difficult world today, but that teen behavior is in many cases negative from a values perspective: "Most students at my school don't really care whether

students cheat" ("yes" 71%), "If it is necessary for teens to get a job they really want, and they are sure they would not get caught, they would lie" ("yes" 67%), and "Teens use drugs sometimes, when encouraged by friends" ("yes" 92%). In contrast, they expressed consensus on many belief statements reflecting strong personal values: "Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along" ("no" 67%), "In today's society, one has to lie or cheat, at least occasionally, in order to succeed" ("no" 90%), and "Democracy depends fundamentally upon people being honest" ("yes" 87%).

The teachers also expressed a desire to be considered a moral person: "It is important that those who know me well think of me as honest and upright" ("yes" 99%). They were somewhat inconsistent in espousing belief in democratic principles. They answered "no" (84%) to "Newspapers and magazines should be allowed to print anything they want, except military secrets", but also "no" (77%) to "The government should prohibit some people from making speeches" and "no" (71%) to "In some cases, the police should be allowed to search a home, even though they do not have a search warrant".

The purpose of this paper is to synthesize the findings of the previous surveys of rural northeastern Kentucky high school adolescents, teachers, and administrators on the questionnaire, "What do you Really Believe?", an instrument originally developed by Phi Delta Kappa (PDK) and revised by the present authors to assist in identifying a potential set of Core Values to which a majority of the public might subscribe.

Method

Participants

The sample consisted of eastern Kentucky high school teachers, administrators, and

students in three county high schools.

Materials

Two surveys developed by Phi Delta Kappa (PDK; 1996) were used to collect data from teachers, administrators, and students. One of the surveys was modified for a later study. The original surveys used were: How would Teenagers Respond? consisting of 43 items intended for use with administrators and teachers to predict how they think teenagers would respond to the values statements listed, and What do you Really Believe? consisting of 43 items matched to the previous survey intended to elicit what the teens actually believe about the value statements. Additionally, the What do you Really Believe ? survey was modified for use with teachers to ask them to agree or disagree with statements reflecting their own values. The surveys may be seen in Appendices A, B, and C.

Procedure

In the fall of 1994, the How would Teenagers Respond ? survey was administered to middle school and high school teachers, principals, and superintendents in three county school districts in eastern Kentucky. The respondents were two principals, one superintendent and 31 teachers and the resulting data were grouped due to the low frequency of administrators responses. Survey instrument packets, which included instructions and the purpose of the study, were distributed to the schools after a meeting with each district and building administrator to explain the study. The surveys take approximately 30 minutes to complete. They were returned in the pre-addressed prepaid postage envelopes provided for the schools. Participants responded on optical scan survey forms provided by PDK. The data were forwarded to PDK and included in Frymier et al.'s (1995) PDK values study.

In the early spring of 1997, teenagers in the three previously sampled school districts were surveyed using the What do you Really Believe ? instrument. Again, the researchers met with school administrators to explain this portion of the study and gain permission for the surveys to be administered to their students. The teen sample consisted of 555 eastern Kentucky high school students cluster-selected from "homerooms" (or equivalent groups) representing each of the four classifications (freshmen, sophomore, junior, senior). Each high school contributed one homeroom cohort from each classification level. All students in each identified homeroom were administered the survey by their teacher. Teachers returned the surveys to their building principals where they were collected by the researchers. Scannable forms were used for student responses to the survey.

Later in the spring of 1997, a modified version of the What do you Really Believe ? survey was administered to the teachers in the same three high schools sampled in eastern Kentucky. After gaining the cooperation of the district and building administrators, all teachers in each school were given a copy of the survey with an attached letter of introduction and directions. The surveys were delivered to the building principals by the researchers and collected two weeks later. Responses to these surveys were again recorded on scannable forms.

Results Summary

At this point in our research, we have surveyed teens on their beliefs, and educators on their projection of teen beliefs and their own beliefs. A complete item by item comparison is provided in Tables 1A through 7A. The items on the survey instruments can be roughly divided using the following categories: honesty, responsibility, democracy/freedom, religion, moral behavior, and ethics.

Honesty. There were ten items categorized as primarily issues of honesty (items 1, 4, 5, 6, 7, 8, 9, 10, 11, and 43). Teachers and students mostly reported that honesty is important and that they engage in honest behavior. However, they projected less honest behavior in others. In particular, teachers predicted teens as less honest than the teens see themselves.

Responsibility. There were three items that seemed to reflect personal responsibility (2, 3, 41). Both educators and teens felt that today's world is a tougher time to live. They also both made negative projections by stating that teens today are more selfish than in the past and that people are not willing to try to right a wrong.

Democracy/freedom. There were 8 items reflecting issues of democratic values and freedom (12, 13, 14, 15, 16, 17, 18, 19). Interestingly, there was not a clear pattern of responses on these items. For example, freedom of speech as reflected by item 14 was strongly supported but freedom of the press (item 13) was not. Teachers were more decisive on democratic beliefs but predicted the students would be less decided on these issues. However, the teens' actual beliefs were usually in the same direction as the teachers' beliefs.

Religion. There were four items reflecting religious beliefs (20, 21, 22, 23). Both teachers and teens rejected the idea that belief in God is necessary to be a good person, but most teachers and teens agreed that fate in the hereafter depends on how you behave on earth. Interestingly, students, while undecided, tended to feel that faith is more important than is reason in solving life's problems whereas teachers believed and predicted the opposite. Teens were undecided about whether God controls everything and teachers' predictions were undecided, but they rejected the statement as a personal belief.

Moral Behavior. There were three items that dealt with student behavior in the areas of

alcohol, drug use and sex (27, 28, 29). Teachers overwhelmingly believe teens are using alcohol, drugs and engaging in sex and predicted that students would believe this to be true about themselves. Students presented a much more conservative picture of themselves and firmly rejected their use of drugs, but were somewhat undecided about teen behavior regarding alcohol and sex.

Ethics. There were nine statements that reflected issues of knowing right from wrong (25, 31, 32, 33, 34, 36, 37, 38, 40). Teachers and teens agree that their ethics are consistent with how they were raised. Teachers think peers have a much greater impact on teen beliefs about right and wrong but teens soundly reject these statements. Teens report their parents are more influential in learning about right and wrong but teachers were undecided about parental impact on teen ethics.

Conclusions

Implications for Research

Although there is agreement on which values are important, that is democratic versus authoritarian values, there are many values-oriented problems facing our society; that is, crime, drug abuse, teenage pregnancies, hate talk, and violence to name a few (Frymeir, et al., 1995). It is apparent that further research should be conducted in schools to determine the relationship between the democratic values of honesty, civility, equality, learning, freedom, and responsibility (Frymier, et al., 1995) to the above mentioned values problems. However, based on the results of the present research, an area of immediate interest is to determine how parents would respond to the value statements compared to their perception of teen responses and actual teen responses recorded. In addition, comparisons could then be made between teacher and

parent projections of teen responses and comparisons of parent, teacher, and teen professed beliefs.

Implications for Practice

Because there is agreement on which values are important, and because our schools are one agent of inculcating democratic values in children and adolescents, it would seem appropriate that schools develop appropriate means to develop these values in students. Based on our data, teachers generally had conservative beliefs about values that reflect local and regional values. They also strongly supported the democratic values indicated in the survey, but were generally pessimistic about their students' values and behaviors which supports Frymier et al.' (1996) findings of teachers in urban schools. In fact, teachers believe that peers were much more influential than were parents regarding moral behaviors. In addition, teachers felt this peer influence was usually negative. On a more positive side, teachers reported that they are ethical and want to be thought of as honest and upright citizens. Although we have no data at this point comparing degree of parental versus teacher influence, teachers in this sample suggest that parents do not spend a lot of time teaching their teens right from wrong. There was consensus that parents should spend more time talking to their children. Obviously, values such as honesty, civility, equality, learning, freedom, and responsibility are behaviors all parents and educators wish children and adolescents to demonstrate. Perhaps, then, schools should be at the forefront in insuring that these skills are acquired.

There are many approaches in values education. These include values clarification, value transmission, value orientation, value stimulation, moral development and reasoning, and character formation/education (Hermans, 1996).

The moral development/reasoning approach of Kohlberg (1969) uses moral dilemmas. In an extensive meta-analysis of the moral education literature, Schlaefli, Rest and Thoma (1985) found that moral discussion techniques produced modest effects, as did personality development programs, with the dilemma discussion technique being slightly better; particularly dilemmas which focus on issues of ownership, public welfare, and life and death. Lind (1997) suggested that this technique is effective in enhancing the quality of students' moral behavior. However, these dilemmas have been criticized for being too abstract and not dealing with typical experiences of individuals (Straughan, 1975). To determine what moral dilemmas preadolescents face, Tirri (1996) asked them to generate stories involving a moral problem. Tirri found that many of the moral dilemmas generated by the students were related to issues involving interpersonal and friendship issues. Thus, educators should consider seriously students' points of view (Lind, 1997).

In contrast to the moral dilemma approach to values education, values clarification was popular in the 1960s through the early 1980s because it involved a non-indoctrination approach, enjoyable exercises, and enthusiastic responses from students (Leming, 1981). Teachers looked for a change in behavior, not one's values (Raths, Harmin, & Simon, 1978), and students were assisted in understanding their own values. Unfortunately, the curricular effectiveness of this approach has not been supported in the past (Leming, 1981); it has been argued that there are few teachers who are skilled in using this approach (Wynne & Ryan, 1997). Leming (1981) noted that future values clarification research should focus on reliable and valid instruments, as well as using the best activities in order to more fairly assess its curricular effectiveness.

Another approach, character education, is actually an old approach to teaching values.

However, it has recently been revised and has had a resurgence in American education. The main thesis of this approach is to develop "good character" in schools (Lickona, 1993). According to Lickona (1993), because of the present decline of the family, schools need to teach values and provide a moral community for children who are not learning these values at home. In order to accomplish these goals, Lickona suggests that character education incorporate the cognitive, affective, and behavioral aspects of morality, and that educators should teach students to consider issues of "right and wrong, good and bad" (Wynne & Ryan, 1997, p. 154). However, an issue that remains to be resolved based on our data is that teachers do not believe they are spending a lot of time teaching their students right from wrong.

By instilling these democratic values in students, schools would be better able to deal with values problems, such as crime, drug abuse, teenage pregnancies, hate talk, and violence. Afterall, since parents entrust their children and adolescents to the schools and their personnel, it seems appropriate that they assist parents in preventing and/or decreasing these problems.

Recently, character education has been critized for indoctrinating students to work hard and to do what they are instructed to do (Kohn, 1996). Kohn (1996) suggests that proponents of character education just drill students in specific behaviors and that these students do not engage in any critical understanding of these behaviors and values. It is also argued that these values are imposed on students (Simpson, 1992). In fact, Strike, Haller and Soltis (1988) have argued that it is unethical to impose values on students. Also, Lind (1997) found that indoctrination of values was not effective in fostering adolescent students' moral development. In this regard, Simpson (1992) suggests that " it is important to determine which type of values are being imposed" (p.114). Further he states that educators should teach values in "ethically sensitive,

epistemologically defendable, and pedagogically sound ways" (p.120). However, Doyle (1996) argues that although some character education programs are "poorly conceived or weakly executed", these programs should not be condemned entirely (p.441). Kohn (1996) argues that many of the values taught in these programs are quite "conservative" and thus are potentially controversial. Further, Kohn maintains that character education relies on three ideologies; that is, behaviorism, conservatism, and religion. Obviously, the issue of religion is problematic in any values program in the public schools.

So, where do we go from here? Kohn suggests that teachers hold class meetings where they can participate in reflective activities and shared decision making. Additionally, he suggests that students have opportunities to practice "perspective taking". Interestingly, this is reflective of the moral development approach to values education. Kohn (1996) further asserts that educators need to help students "become more ethical and compassionate while simultaneously fostering intellectual growth" (p.436). According to Kohn, one way to do this is to restructure schools into caring communities. If there is today, a consensus on "core values", it seems appropriate that schools assist parents and the general public in transmitting these values to succeeding generations. Doing so will not only promote a future public good, but by actively promoting democratic values in students, schools may become better able to deal with current values-related problems such as crime, drug abuse, teenage pregnancy, hate talk, and violence.

References

Allen, J.P., Weissberg, R.P., & Hawkins, J.A. (1989). The relation between values and social competence in early adolescence. Developmental Psychology, 25, 458-464.

Andersson, B.E. (1979). Developmental trends in reaction to social pressure from adults versus peers. International Journal of Behavioral Development, 2, 269-286.

Arons, S., & Lawrence, C. (1980). The manipulation of consciousness: A first amendment critique of schooling, Harvard Civil Rights-Civil Liberties Law Review, 15, 309-361.

Barber, B.L., & Eccles, J.S. (1992). Long-term influence of divorce and single parenting on adolescent family-and work-related values, behaviors, and aspirations. Psychological Bulletin, 111, 108-126.

Beyer, L.E. (1997). The moral contours of teaching education. Journal of Teacher Education, 48, 245-254.

Binfet, J.T. (1995, Winter). Sixth and seventh grade students' reactions to moral dilemma discussions. Moral Development and Education Newsletter, 3 (1), 4.

Bronfenbrenner, U., Devereux, E., Suci, G., & Rodgers, R.R. (1965). Adults and peers as sources of conformity and autonomy. Paper presented at the Conference on Socialization for Competence, Puerto Rico.

Bushweller, K. (1995). Ed school stomp. American School Board Journal, 182 (9), 22-27.

Campbell, E. (1997). Connecting the ethics of teaching and moral education. Journal of Teacher Education, 48, 255-263.

Devereux, E.C. (1972). Authority and moral development among German and American

children: A cross-national pilot experiment. Journal of Comparative Family Studies, 3 (1), 99-124.

Doyle, D.P. (1996). Education and character: A conservative view. Phi Delta Kappan, 78, 440-443.

Fasick, F.A. (1984). Parents, peers, youth, culture and autonomy in adolescence. Adolescence, 19, 143-157.

Fasko, D., Osborne, J., & Grubb, D. (1997, March). Adolescents' and educators' perceptions of values: Implications for the teaching and acquisition of moral reasoning. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Fasko, D., Osborne, J., Grubb. D., & Oakes, P. (1996, November). How would teenagers respond? Rural educator estimates on selected core value statements. Paper presented at the annual meeting of the Mid-South Educational Research Association. Tuscaloosa, AL.

Florez-Ortiz, Y.G. (1994). The role of cultural and gender values in alcohol use patterns among Chicano/Latino high school and university students: Implications for AIDS prevention. International Journal of the Addictions, 29, 1149-1171.

Frymier, J. (1974). Motivation and learning in school. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Frymier, J., Cunningham, L., Duckett, W., Gansneder, B., Link, F., Rimmer, J., & Scholz, J. (1995). Values on which we agree. Bloomington, IN: Phi Delta Kappa International.

Frymier, J., Cunningham, L., Duckett, W., Gansneder, B., Link, F., Rimmer, J., & Scholz, J. (1996). A study of core values and the schools. Bloomington, IN: Phi Delta Kappa.

Frymier, J., Cunningham, L., Duckett, W., Gansneder, B., Link, F., Rimmer, J., & Scholz,

J. (1996, September). Values and the schools: Sixty years ago and now. Research Bulletin, no, 17. Bloomington, IN: Phi Delta Kappa.

Goodlad, J.I., Soder, R., Sirotnik, K.A. (Eds.). (190). The moral dimension of teaching. San Francisco: Jossey-Bass.

Grubb, D., Osborne, J., & Fasko, D. (1997, November). Adolescents' and educators' perceptions of values: Implications for public education. Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN.

Heger, H.K. (1995). Chapter core values study report, Part 1. El Paso, TX: University of Texas at El Paso. Unpublished paper.

Hermans, C.A.M. (1996, April). Goals of value education: Behavioral intentions of teachers in schools of secondary education. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D.A. Goslin (Ed.) Handbook of socialization theory and research. Chicago: Rand McNally.

Kohn, A. (1996). How not to teach values: A critical look at character education. Phi Delta Kappan, 78, 429-439.

Lapsley, D.K. (1996) Moral Psychology. Boulder, CO: Westview.

Leming, J.S. (1981). Curricular effectiveness in moral/values education: A review of research. Journal of Moral Education, 10, 147-164.

Lickona, T. (1991). Education for character: How our schools can teach respect and responsibility. New York: Bantam Books.

Lickona, T. (1993). The return of character education. Educational Leadership, 51 (3), 6-11.

Lind, G. (1997, March). How moral is helping behavior ? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL

Luckonski, J.A. (1997). A virtue-centered approach to ethics education. Journal of Teacher Education, 48, 264-270.

Martin, J. (1996, Summer). From the executive director. CEP Character Educator, p.2.

Martin, J. (1996, Fall). From the executive director. CEP Character Educator, p.2.

Rath, L.E., Harmin, M., & Simon, S. (1978). Values and teaching (2nd ed.) Columbus, OH: Merrill.

Roscoe, B., & Peterson, K.L. (1989). Age-appropriate behaviors: A comparison of three generations of females. Adolescence, 24, 167-178.

Schlaefli, A., Rest, J.R., & Thoma, S.J. (1985). Does moral education improve moral judgment? A meta-analysis of intervention studies using the Defining Issues Test. Review of Educational Research, 55, 319-352.

Simpson, D.J. (1992). The imposition of values: Reflections on a contemporary educational problem. Journal of Humanistic Education and Development, 30, 111-120.

Straughan, R. (1975). Hypothetical moral situations. Journal of Moral Education, 4, 183-189.

Strike, K., Haller, E., & Soltis, J. (1988). The ethics of school administration. New York: Teachers College Press.

Tirri, K. (1996, April). The themes of moral dilemmas formulated by preadolescent.

Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Traiger, J. (1995). The time is now: Reflections on moral education. Education, 115, 432-434.

Authors' Notes

Address correspondence to: Deborah Grubb, Morehead State University, 503 Ginger Hall, Morehead, KY 40351.

Table 1A
Responses to "What Do You Really Believe"
Section 1: Value Statements 1 through 7 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
1	My (teens) generation is more apt to lie or cheat than my parent's (own) generation.	78	22	D	77	23	D	78	22	D
2	My (teens) generation faces much tougher competition than my parent's (own) generation.	91	9	D	97	3	D	75	25	D
3	My (teens) generation is more selfish than my parent's (own) generation.	79	21	D	68	32	D	70	30	D
+4	Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.	81	19	D	94	6	D	33	67	D
+5	Most students who don't cheat are at a real disadvantage in some classes.	28	72	D	49	51	U	13	87	D
6	Most students at my school don't really care whether students cheat.	88	12	D	74	26	D	71	29	D
7	Most teachers who see a student cheating will do nothing or simply warn the student.	45	55	U	51	49	U	37	63	U

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 2A.
Responses to "What Do You Really Believe"
Section 2: Value Statements 8 through 12 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+8	If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence.	82	18	D	43	57	U	93	7	D
+9	It is not always wrong to cheat on an exam.	36	64	U	66	34	U	0	100	D
+10	If it is necessary to get a job I (teens) want, and I (they were) was sure I (they) would not get caught, I (they) would lie.	29	71	D	80	20	D	67	33	D
+11	In today's society, one has to lie or cheat, at least occasionally, in order to succeed.	49	51	U	80	20	D	10	90	D
+12	Democracy depends fundamentally upon people being honest.	64	36	U	43	57	U	87	13	D

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 3A.
Responses to "What Do You Really Believe"
Section 3: Value Statements 13 through 17 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+13	Newspapers and magazines should be allowed to print anything they want, except military secrets.	36	64	U	65	35	U	16	84	D
+14	The government should prohibit some people from making speeches.	38	62	U	34	66	U	23	77	D
+15	In some cases, the police should be allowed to search a home, even though they do not have a search warrant.	34	66	U	29	71	D	29	71	D
+16	Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches.	37	63	U	35	65	U	21	79	D
+17	Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to tak or be severely punished.	49	51	U	26	74	D	21	79	D

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 4A.
Responses to "What Do You Really Believe"
Section 4: Value Statements 18 through 24 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+18	Sending letters and telegrams to Congressmen has little influence upon legislators.	70	30	D	94	6	D	31	69	D
+19	If a person is uncertain how to vote, it is better if he or she does not vote.	37	63	U	74	26	D	16	84	D
20	Most people who don't believe in God are bad people.	26	74	D	23	77	D	13	87	D
+21	I believe that faith is better than thinking for solving life's important questions.	64	36	U	23	77	D	25	75	D
+22	Our fate in the hereafter depends on how we behave on earth.	81	19	D	60	40	U	81	19	D
+23	God controls everything that happens to people.	55	45	U	34	66	U	29	71	D
+24	There is an "every person for himself" attitude in this school.	56	44	U	74	26	D	52	48	U

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 5A.
Responses to "What Do You Really Believe"
Section 5: Value Statements 25 through 31 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+25	My ethics and behavior are consistent with how I was raised, and my parents would be satisfied with my ethics and beliefs.	77	23	D	60	40	U	90	10	D
+26	It is important that those who know me well think of me as honest and upright.	88	12	D	66	34	U	99	1	D
+27	I (teens) use alcohol sometimes, when my (their) friends encourage me to do so.	40	60	U	69	31	D	97	3	D
+28	I (teens) use drugs sometimes, when my (their) friends encourage me to do so.	24	76	D	57	43	U	92	8	D
+29	I (teens) have engaged in sexual activity with friends of the opposite sex.	49	51	U	71	29	D	97	3	D
+30	My parents are very interested in my activities and work in school.	76	24	D	29	71	D	25	75	D
+31	What my friends say about right and wrong is more important than what my parents say.	18	82	D	71	29	D	73	27	D

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 6A.
Responses to "What Do You Really Believe"
Section 6: Value Statements 32 through 37 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+32	Teachers in my school act as if things are more important than people.	57	43	U	43	57	U	32	68	D
+33	Teachers treat students better if their parents are wealthy or important.	64	36	U	74	26	D	36	54	U
+34	Teachers are more concerned about who is right than what is right.	57	43	U	63	37	U	17	83	D
35	Teachers put a lot of pressure on students to learn.	67	33	D	91	9	D	68	32	D
+36	My (teens) teachers spend a lot of time helping me (them) learn about "right" and "wrong" in the world.	30	70	D	37	63	U	54	46	U
+37	My (teens) parents spend a lot of time helping me (them) learn about "right" and "wrong" in the world.	75	25	D	43	57	U	43	57	U

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

+ Students and teachers differ on this item

Table 7A.
Responses to "What Do You Really Believe"
Section 7: Value Statements 38 through 43 by Survey Item
Northeastern Kentucky High School Students Spring 1997
Compared with Northeastern Kentucky High School Teachers

Survey Item	Statement	Students % Resp. Yes	Students % Resp. No	Students Decision* (Consensus)	Teachers Projection % Resp. Yes	Teachers Projection % Resp. No	Teachers Projection Decision* (Concensus)	Teacher Self % Resp. Yes	Teacher Self % Resp. No	Teacher Self Decision* (Consensus)
+38	My (teens) friends put a lot of pressure on me (them) to do what they say is "right", even when it's "wrong", according to what my (teens) parents or teachers say.	37	63	U	77	23	D	84	16	D
+39	I wish my parents would spend more time talking with me and listening to me. (Parents should spend more time talking with their children and listening to them).	43	57	U	88	12	D	99	1	D
40	Ideas about "what is right" and "what is wrong" change over time.	78	22	D	94	6	D	78	22	D
41	People in this school complain about things, but are reluctant to do anything about them.	87	13	D	91	9	D	87	13	D
+42	I (students) have often been rebuked or reprimanded in a way that unduly embarassed or humiliated me (them).	45	55	U	66	34	U	28	72	D
43	I have answered every one of these questions with absolute honesty.	88	12	D	91	9	D	99	1	D

*D (Decided): at least 67% consensus 'Yes' or 'No'
U (Undecided): fewer than 67% consensus 'Yes' or 'No'
+ Students and teachers differ on this item

Appendix A

Sex
- Male
- Female

Marital Status
- Single
- Married
- Divorced
- Separated
- Widowed

Age

Racial/Ethnic Background
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Middle Eastern
- Native American or Alaskan Native
- White/Non-Hispanic
- Other

Zip Code
General Location

Education Level
- Not a High School Graduate
- High School Graduate
- Junior College Graduate
- Bachelor's Degree
- Master's Degree
- Specialist's Degree
- Doctor's Degree

Religious Preference
- Catholic
- Jewish
- Muslim
- Protestant
- Other
- None

Where do. . .

	You Live	You Work
Major City Metropolitan (over 1 million)	○	○
Major City Suburban	○	○
Large City Metropolitan (over 500,000)	○	○
Large City Suburban	○	○
Medium City Metropolitan (over 100,000)	○	○
Medium City Suburban	○	○
Small City (over 25,000)	○	○
Small Town	○	○
Rural	○	○

Occupation
- Teacher
- Superintendent
- College-Level Faculty
- Noneducator
- Principal
- School Board Member
- Full-Time Graduate Student

How Would Teenagers Respond?

How would teenagers in your school respond to the following statements about values? You work with teenagers every day. Put yourself in their shoes. Ask yourself: "What would most of my students think about these issues?" Answer each question by making your best estimate of how teenagers in your school would respond.

DIRECTIONS: Fill in the oval under "YES" or "NO" after each statement, according to how you think most teenagers in your school would respond. Do NOT indicate your own values. Use a No. 2 pencil.

- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

CORRECT MARK ●

INCORRECT MARKS ⊘ ✓ ● ⊙

Statement	Most teenagers would say: Yes	No
1. My generation is more apt to lie or cheat than my parent's generation.	○	○
2. My generation faces much tougher competition than my parent's generation.	○	○
3. My generation is more selfish than my parent's generation.	○	○
4. Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.	○	○
5. Most students who don't cheat are at a real disadvantage in some classes.	○	○
6. Most students at my school don't really care whether students cheat.	○	○
7. Most teachers who see a student cheating will do nothing or will simply warn the student.	○	○

Printed in U.S.A. Mark Reflex® by NCS MM160396:321 A1467

Please turn over to continue...

BEST COPY AVAILABLE

	Statement	Most teenagers would say: Yes	No
8.	If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence.	O	O
9.	It is not always wrong to cheat on an exam.	O	O
10.	If it is necessary to get a job I want, and I am sure I would not get caught, I would lie.	O	O
11.	In today's society, one has to lie or cheat, at least occasionally, in order to succeed.	O	O
12.	Democracy depends fundamentally upon people being honest.	O	O
13.	Newspapers and magazines should be allowed to print anything they want, except military secrets.	O	O
14.	The government should prohibit some people from making speeches.	O	O
15.	In some cases, the police should be allowed to search a home, even though they do not have a search warrant.	O	O
16.	Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches.	O	O
17.	Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished.	O	O
18.	Sending letters and telegrams to Congressmen has little influence upon legislators.	O	O
19.	If a person is uncertain how to vote, it is better if he or she does not vote.	O	O
20.	Most people who don't believe in God are bad people.	O	O
21.	I believe that faith is better than thinking for solving life's important questions.	O	O
22.	Our fate in the hereafter depends on how we behave on earth.	O	O
23.	[illegible] controls everything that happens to people.	O	O
	[illegible]ere is an "every person for himself" attitude in this school.	O	O
25.	My ethics and behavior are consistent with how I was raised, and my parents would be satisfied with my ethics and my beliefs.	O	O
26.	It is important that those who know me well think of me as honest and upright.	O	O
27.	I use alcohol sometimes, when my friends encourage me to do so.	O	O
28.	I use drugs sometimes, when my friends encourage me to do so.	O	O
29.	I have engaged in sexual activity with friends of the opposite sex.	O	O
30.	My parents are very interested in my activities and work at school.	O	O
31.	What my friends say about right and wrong is more important than what my parents say.	O	O
32.	Teachers in my school act as if things are more important than people.	O	O
33.	Teachers treat students better if their parents are wealthy or "important."	O	O
	Teachers are more concerned about who is right than what is right.	O	O
35.	[illegible]achers put a lot of pressure on students to learn.	O	O
36.	My teachers spend a lot of time helping me learn about "right" and "wrong" in the world.	O	O
37.	My parents spend a lot of time helping me learn about "right" and "wrong" in the world.	O	O
38.	My friends put a lot of pressure on me to do what they say is "right," even when it's "wrong," according to what my parents or teachers say.	O	O
39.	I wish my parents would spend more time talking with me and listening to me.	O	O
40.	Ideas about "what is right" and "what is wrong" change over time.	O	O
41.	People in this school complain about things, but are reluctant to do anything about them.	O	O
42.	I have often been rebuked or reprimanded in a way that unduly embarrassed or humiliated me.	O	O
43.	I have answered every one of these questions with absolute honesty.	O	O

BEST COPY AVAILABLE

Sex

- Male
- Female

School Level

- College
- 12th Grade
- 11th Grade
- 10th Grade
- 9th Grade

Age

Racial/Ethnic Background

- Asian/Pacific Islander
- Black/African American
- Hispanic
- Middle Eastern
- Native American or Alaskan Native
- White/Non-Hispanic
- Other

Zip Code
General Location

With whom do you live?

- Mother and Father
- Mother and Stepfather
- Father and Stepmother
- Mother only
- Father only
- Grandparent
- Other

Religious Preference

- Catholic
- Jewish
- Muslim
- Protestant
- Other
- None

Where do you live?

- Major City Metropolitan (over 1 million)
- Major City Suburban
- Large City Metropolitan (over 500,000)
- Large City Suburban
- Medium City Metropolitan (over 100,000)
- Medium City Suburban
- Small City (over 25,000)
- Small Town
- Rural

What Do You Really Believe?

DIRECTIONS: Fill in the oval under "YES" or "NO" after each statement, according to whether you believe the statement to be correct or not. We want to know what you really believe, but do NOT sign your name anywhere. This is a completely anonymous questionnaire. No one will know how you respond. Thank you.

- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

CORRECT MARK

INCORRECT MARKS

What do you believe?

Statement	Yes	No
1. My generation is more apt to lie or cheat than my parent's generation.	○	○
2. My generation faces much tougher competition than my parent's generation.	○	○
3. My generation is more selfish than my parent's generation.	○	○
4. Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.	○	○
5. Most students who don't cheat are at a real disadvantage in some classes.	○	○
6. Most students at my school don't really care whether students cheat.	○	○
7. Most teachers who see a student cheating will do nothing or will simply warn the student.	○	○

Printed in U.S.A. Mark Reflex® by NCS MM103610:321 A1407

Please turn over to continue...

BEST COPY AVAILABLE

	Statement	What do you believe? Yes	No
8.	If a teacher sees a student cheating on an exam, the teacher should take further action to ensure that the cheater suffers a negative consequence.	○	○
9.	It is not always wrong to cheat on an exam.	○	○
10.	If it is necessary to get a job I want, and I am sure I would not get caught, I would lie.	○	○
11.	In today's society, one has to lie or cheat, at least occasionally, in order to succeed.	○	○
12.	Democracy depends fundamentally upon people being honest.	○	○
13.	Newspapers and magazines should be allowed to print anything they want, except military secrets.	○	○
14.	The government should prohibit some people from making speeches.	○	○
15.	In some cases, the police should be allowed to search a home even though they do not have a search warrant.	○	○
16.	Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches.	○	○
17.	Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished.	○	○
18.	Sending letters and telegrams to Congressmen has little influence upon legislation.	○	○
19.	If a person is uncertain how to vote, it is better if he or she does not vote.	○	○
20.	Most people who don't believe in God are bad people.	○	○
21.	I believe that faith is better than thinking for solving life's important questions.	○	○
22.	Our fate in the hereafter depends on how we behave on earth.	○	○
23.	[illegible] control everything that happens to people.	○	○
24.	[illegible] there is an "every person for himself" attitude in this school.	○	○
25.	My ethics and behavior are consistent with how I was raised, and my parents would be satisfied with my ethics and my beliefs.	○	○
26.	It is important that those who know me well think of me as honest and upright.	○	○
27.	I use alcohol sometimes, when my friends encourage me to do so.	○	○
28.	I use drugs sometimes, when my friends encourage me to do so.	○	○
29.	I have engaged in sexual activity with friends of the opposite sex.	○	○
30.	My parents are very interested in my activities and work at school.	○	○
31.	What my friends say about right and wrong is more important than what my parents say.	○	○
32.	Teachers in my school act as if things are more important than people.	○	○
33.	Teachers treat students better if their parents are wealthy or important.	○	○
34.	Teachers are more concerned about what is right [illegible]	○	○
35.	Teachers put a lot of pressure on students to learn.	○	○
36.	My teachers spend a lot of time helping me learn about "right and wrong" in the world.	○	○
37.	My parents spend a lot of time helping me learn about "right and wrong" in the world.	○	○
38.	My friends put a lot of pressure on me to do what they want, [illegible] according to what my parents or teachers say.	○	○
39.	I wish my parents would spend more time talking with me and listening to me.	○	○
40.	Ideas about "what is right" and "what is wrong" change over time.	○	○
41.	People in this school complain about things, but are not willing to do anything about them.	○	○
42.	I have often been rebuked [illegible]	○	○
43.	I have answered every one [illegible]	○	○

BEST COPY AVAILABLE

Dear Teacher,

We recently administered this survey to students in your school. Last year we asked you to predict how you thought the teens in your school would respond to the questions. Now, we would like to find out what you really believe. This study is prompted by a national Phi Delta Kappa survey on core values. Thank you for your cooperation.

Sincerely, Debbie Hurst, Daniel Fasko Jr., [illegible], Morehead State U.

Education Level
- O Doctorate
- O Ed. Spec.
- O Rank I
- O MA/MS
- O 5th Year
- O BA/BS

Background Racial/Ethnic
- O Asian/Pacific Islander
- O Black/African American
- O Hispanic
- O Middle Eastern
- O Native American or Alaskan Native
- O White/Non Hispanic
- O Other

Age
- O 20-30
- O 31-40
- O 41-50
- O 51-60
- O 61 +

Religious Preference
- O Catholic
- O Jewish
- O Muslim
- O Pr[illegible]
- O [illegible]
- [illegible]one

Sex
- O Male
- O Female

WHAT DO YOU REALLY BELIEVE?

DIRECTIONS: Use the "Computest" to fill in the circle for True or False corresponding to the number of each statement. Where the computer asks for your name, please put only the name of your school district. *Please leave the student ID number blank.* Answer according to whether you believe the statement to be correct or not. Do NOT sign your name. This is a completely anonymous questionnaire. Thank you.

- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely. CORRECT MARK ●
- Erase cleanly any marks you wish to change.

INCORRECT MARK ⊘ ✓ ⊙ ☛

USE A NO. 2 PENCIL ONLY.

1. Teens today are more apt to lie or cheat than in my generation.
2. Teens today face much tougher competition than in my generation.
3. Teens today are more selfish than in my generation.
4. Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.
5. Most students who don't cheat are at a real disadvantage in some classes.
6. Most students at my school don't really care whether students cheat.
7. Most teachers who see a student cheating will do nothing or simply warn the student.
8. If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence.
9. It is not always wrong to cheat on an exam.

BEST COPY AVAILABLE

10. If it is necessary for teens to get a job they want, and they are sure they would not get caught, they would lie.
11. In today's society, one has to lie or cheat, at least occasionally, in order to succeed.
12. Democracy depends fundamentally upon people being honest.
13. Newspapers and magazines should be allowed to print anything they want, except military secrets.
14. The government should prohibit some people from making speeches.
15. In some cases, the police should be allowed to search a home, even though they do not have a search warrant.
16. Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches.
17. Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished.
18. Sending letters and telegrams to Congressmen has little influence upon legislators.
19. If a person is uncertain how to vote, it is better if he or she does not vote.
20. Most people who don't believe in God are bad people.
21. I believe that faith is better than thinking for solving life's important questions.
22. Our fate in the hereafter depends on how we behave on earth.
23. God controls everything that happens to people.
24. There is an "every person for himself" attitude in this school.
25. My ethics and behavior are consistent with how I was raised.
26. It is important that those who know me well think of me as honest and upright.
27. Teens use alcohol sometimes, when encouraged by friends to do so.
28. Teens use drugs sometimes, when encouraged by friends to do so.
29. Teens engage in premarital sexual activity.
30. Parents are very interested in their child's activities and work at school.
31. What students' friends say about right and wrong is more important to them than what their parents say.
32. Teachers in my school act as if things are more important than people.
33. Teachers treat students better if their parents are wealthy or "important."
34. Teachers are more concerned about who is right than what is right.
35. Teachers put a lot of pressure on students to learn.
36. Teachers spend a lot of time helping students learn about "right and "wrong" in the world.
37. Parents spend a lot of time helping their children learn about "right and "wrong" in the world.
38. Friends put a lot of pressure on teens to do what they say is "right" even when its "wrong," according to what parents and teachers say.
39. Parents should spend more time talking with their children and listening to them.
40. Ideas about "what is right" and "what is wrong" change over time.
41. People in this school complain about things, but are reluctant to do anything about them.
42. Students have often been rebuked or reprimanded in a way that unduly embarrassed or humiliated them.
43. I have answered every one to these questions with absolute honesty.